

CLASS TALK SHOW TO TEACH SPEAKING DIALOGUE

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Abstract: The purpose of this research is to find out the level of the effectiveness of class talk show to teach speaking dialogue to Year-8 students of “SMP Negeri 3 Pontianak” in Academic Year 2014/2015. This research was a quasi experimental research with non-equivalent control group design. The sampling technique was a cluster random sampling. The samples were Class VIII C as the experimental group and Class VIII D as the control group. The data were collected by applying the pre-test and the post-test. Then the data were analyzed by using Effect Size (ES) formula. The research finding shows that the effect size of the treatment is 2.09 (>1.00). It is categorised “strong”. It indicates that class talk show is highly-effective to teach speaking dialogue to Year-8 students.

Key words: Class talk show, speaking dialogue.

Abstrak: Penelitian ini bertujuan untuk mengetahui tingkat keefektifan *class talk show* dalam pengajaran berbicara dialog kepada siswa kelas 8 SMP Negeri 3 Pontianak tahun ajaran 2014/2015. Penelitian ini adalah sebuah penelitian quasi experimental dengan rancangan *non-equivalent control group*. Teknik sampel yang digunakan adalah *cluster random sampling*. Sampel dalam penelitian ini adalah kelas VIII C sebagai kelompok experimental dan kelas VIII D sebagai kelompok kontrol. Data-data diambil dengan menerapkan *pre-test* dan *post-test*. Kemudian data dianalisis dengan menggunakan rumus ES (tingkat efektifitas). Hasil penelitian menunjukkan bahwa efek dari penggunaan *class talk show* adalah 2.09 (>1.00). Hasil ini dikategorikan memiliki efek yang kuat. Hal ini menandakan bahwa *class talk show* sangat efektif dalam pengajaran berbicara dialog kepada siswa kelas 8.

Kata kunci: *Class talk show*, berbicara dialog.

Speaking English as a foreign language become challenging skills for students.

The differences of language features of each language is one of the factors. Brown cited in Heinle (2001, p. 101) mentions a number of features that influence speaking as a challenging skill, such as fluent speech involving reduced forms such as contractions, vowel reduction, and elision. In colloquial speech, students need to be familiar with stress, rhythm, and intonation of English. Furthermore, practice will help students to be master in speaking skill.

Teaching English as foreign language needs creativity and innovation, especially in teaching speaking. Teachers need to apply various techniques in order to get students' interest in English speaking classroom. The focus of

teaching speaking is to increase students' productive skill. It needs the teachers to create a comfortable and warm classroom for students to speak. The teachers need to create a classroom where each student has sufficient number of turns to speak. Based on Curriculum 2013, one of the basic competences of Year-8 students of Junior High School is to achieve simple spoken texts, to pronounce, to respond the expressions of getting attention, to check comprehension, and to appreciate good work, then to ask and to express opinions with good social function, text structure, and language features that are based on the context. According to the pre-observation, students had various problems in English speaking class. Students didn't speak well. They spoke slowly and took more time to produce utterances; they hesitated when they talked; and they were confused what and how to say the utterances. Besides, they weren't confident when they delivered arguments in speaking class. They were also less motivated in learning speaking. The monotonous speaking teaching techniques applied in speaking class made the students get bored and uninterested in English speaking easily.

The above problem may be solved by applying an interesting and appropriate technique to encourage the students to be more active in speaking. One of the potential techniques to increase students' speaking skill is "class talk show". Eisner (2004, p. 2) claims that class talk show can be used as a pedagogical tool. She has found this technique useful to teach controversial and sensitive topic derived from direct experience. Class talk show technique enables students to play various roles, as host, guests, and audience. There is an interview session between the hosts and guests, and also discussion session where audience ask the guests the issues related to the topic. Class talk show technique gives students opportunity to express their ideas. They can practice their speaking skills in interview and discussion sessions. In these sessions, they do dialogues by using various expressions. They are asking and giving opinions, admitting and denying facts, and also agreeing and disagreeing expressions. They also play roles as hosts, guests, and audience. The guests play such various roles as an actress, actor, singer, teacher, and writer. Klippel (1984, p. 122) claims that role plays can improve students oral performance generally and simultaneously. Therefore, this technique can be applied to help and facilitate the students to speak in speaking class.

According to Eisner (2004, p. 1), the class talk show becomes an intensive and dynamic learning tool. It incorporates student experience and participation in a medium they are interested in and comfortable with. As a tool of pedagogy class talk-show is good. It can build students to cooperate with other students by sharing their experience and being participants with the topic they are interested in and comfortable with. As stated by Page and Mukherjee cited in Eisner (2004, p. 5), class talk-show can facilitate the collaboration and cooperation among the participants, and respect for different talent and ways of learning. Class talk-show can help students to improve their speaking performance. As stated by (Eisner, 2004, p. 2) class talk show appears to provide a high-performance, high-engagement, stress-free forum that facilitates the realization of cognition and ability previously identified. Oral, interview, listening, group, leadership, and critical thinking abilities are developed as all students prepare. Eisner (2004, p. 1)

claims that the class talk show is an intensive and dynamic active learning strategy. It uses students' experiences and participation through a medium in which they are interested and which they are comfortable with. Through the class talk show students can present their experience-based perspectives on relevant topics with detail and depth. It stimulates questions and disclosure by the audience. In conclusion, class talk show is an intensive and active learning tool, which students can present their interest and their comfortable with detail and depth. It will stimulate the audience to ask questions. Class talk show as a technique is the condition which students play roles to be host, guest, and audiences in the classroom. The students play roles in this technique; they act, emote, speak to be somebody different from themselves based on the role in the topic. There will be interview and discussion sessions in class talk show.

Moreover, in doing the class talk show the writer refers to Klippel's (1984, p. 124) procedures. Based on class talk show procedure stated by Klippel, there are several steps that could not be applied to students' Year-8 "SMP Negeri 3 Pontianak" because of (1) Students' condition. Students in Indonesia are different with students in English speaking country who have English as the first language, and (2) students environment. Students environment will affect students' behavior, emotion, and the way they speak. Furthermore, the writer modified Klippel (1984, p. 124) procedures. These are the procedures (1) Teacher divides students into several groups based on their attendance list. By using attendance list, it avoids the subjectivity in the group. The groups consist of nine to ten students which has a host and eight or nine guests. Then, they sit in the group. (2) Teacher gives paper that explain about class talk show; explanation about class talk show, the roles of host, guests, and audience in class talk show, and expressions that used in class talk show involving asking opinion, giving opinion, agreeing, disagreeing opinion, admitting and denying facts. Teacher explains the class talk show in front of the class. (3) Students watch example of talk show videos (Oprah Winfrey Show, Kick Andy Show, and Ellen Show). (4) Teacher and students discuss about the video. (5) Teacher gives time to the students to discuss the roles of class talk show and decide the topics in their group. (6) Teacher and students discuss about the topics. (7) Teacher gives time to students to ask about the class talk show and about their difficulties in class talk show. (8) Students do simulation of class talk show with teacher's guidance. (9) Students perform their class talk show in front of the class.

In conclusion, it is expected that applying class talk show can help the students to learn speaking dialogue more easily and happily. This technique needs students to work in group. Students discuss and share ideas/thoughts, information about the topic. It trains students critical thinking. It also provides the opportunities to the students to practice their speaking. In addition, it motivates the students to present the best class talk show in front of the class. Students compete to perform the best class talk show with good audio visual, creative property, entertaining topic, and little mistakes in speaking skill, unintentionally other groups will do better. Those benefits can lead the students to get a better result in speaking dialogue. Therefore, in order to know the level of the

effectiveness of class talk show, the writer conducts the Quasi Experimental research to Year-8 students of “SMP Negeri 3 Pontianak”.

METHOD

In order to know whether class talk show is effective to teach speaking dialogue, the writer decided to conduct quasi experimental research. It was done to see the effect of the treatment on the group. Muijs (2004, p. 18) explains that quasi experimental research is conducted by dividing the subjects into two groups: experimental and control group. Quasi experimental research typically involves applied setting where it is not possible to control all relevant variables but only some of them. A quasi experimental research has control group, but the group itself doesn't have function to control the external variable which they influence the implementation of experiment. This research uses a quasi experimental design that involves the non-equivalent control group. Non-equivalent control group compares both experimental and control group without administering the randomization. Experiment group is the group where the actual experiment is done by applying class talk show technique. The independent variable is tested on the group and the changes in the dependent variables are recorded. Control group is being manipulated by the experiment. Both groups received the pre-test and post test. The experiment group received the treatment but the control group didn't.

The design of this research is represents as follows:

Table 1
Design of the Reseach

Experimental	O1	X	X	O2
Control	O1			O2

The above table shows that O1 represents pre-test while O2 represents post-test administered to both experimental and control group. X represents the treatment, that is, class talk show. In this research the treatment was given twice in experimental group to minimize the bias occurred by chance. The control group was not given a special treatment. Therefore, the steps of conducting the research were: (1) defining population, (2) taking the sample, (3) administering the pre-test, (4) giving the treatment, (5) administering the post-test, and (6) analyzing the data.

Hinton (2004, p. 48) defines populations as a complete set of the things we are interested in.” The population of this research is Year 8 students of “SMP Negeri 3 Pontianak” in Academic Year 2014/2015. There are eight classes of Year-8. Each class consists of 35 to 37 students.

Hinton (2004, p. 48) defines sample as a subset of a population. The technique sampling of this present research is cluster random sampling. The first selected group is assigned a experimental group and the second is the control group. The sample in this research are Class VIII C as experimental group while VIII D as control group.

In this research, measurement technique was applied by administering the pre-test and post-test on both experimental and control groups. The pre-test was given before the treatment held to know students' pre-condition or speaking skill before the treatment. After giving the treatment by applying class talk show, the post-test was administered to see the effect of class talk show towards students speaking dialogue.

In this research, the writer used oral performance test in pre-test and post-test. The writer asked the students to make dialogue based on situations provided. The writer assessed students performance by using students speaking evaluation sheet.

To find out the level of effectiveness of the treatment, the writer uses the effect size formula was applied.

$$d = \frac{MD_e - MD_c}{Sp}$$

(Beins B & McCarthy, 2012, p. 186)

Table 2
The Qualification of the Effectiveness

Effect size	Qualification
0 – 0.20	Weak effect
0.21 – 0.50	Modest effect
0.51 – 1.00	Moderate effect
> 1.00	Strong effect

(Cohen's cited in Muijs (2004, p. 139))

In the effect size formula, mean difference (MD) of both groups and pooled standard deviation (Sp) are needed. To compute the mean difference of each group which symbolized by MD_e (Mean Difference of Experimental group) while MD_c (Mean Difference of Control Group), the writer subtracts the mean score of post-test (M₂) with mean score of pre-test (M₁). To compute the mean difference score this following formula is applied.

$$MD = M_2 - M_1$$

To compute the mean score (M) for both pre-test and post-test of each group, the writer divides the sum of the students' individual score ($\sum X$) with the number of the students (N). The following formula is applied.

$$M = \frac{\sum X}{N}$$

(Kubiszyn, 2003, p. 251)

To compute the pooled standard deviation, the writer sums up the standard deviation of experimental group (Se) with the standard deviation of control group (Sp) and divided by two, as this following formula is applied.

$$Sp = \frac{Se+Sc}{2} \quad (\text{Muijs, 2004, p. 136})$$

To compute the standard deviation (S) for each group, this following formula is applied.

$$S = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}} \quad (\text{Kubiszyn, 2003, p. 270})$$

In the above formula, the total sum of difference score ($\sum X$) is obtained by the subtracting the sum of the students' score of post-test with the sum of students' score of pre-test.

FINDINGS AND DISCUSSION

Findings

After conducting a research in Class Talk-Show to teach speaking dialogue to Year-8 students of "SMP Negeri 3 Pontianak" in Academic Year 2014/2015, the writer obtained the data for the sake of research findings and hypothesis testing. To answer the research question, the writer analyzed the data by using effect size formula and the result of the computation is as follows:

$$\begin{aligned} d &= \frac{MD_e - MD_c}{Sp} \\ d &= \frac{10.79 - 3.7}{3.39} \\ &= \frac{7.09}{3.39} \\ &= 2.09 \end{aligned}$$

Before computing the effect size as shown in the above formula, the writer calculated the mean different (MD) of each class and the pooled standard deviation. The computation of mean different (MD) of each class is shown this following table:

Table 3			
The Computation of Mean Difference (MD)			
Group	Post-test Score (M2)	Pre-test Score (M1)	Mean Different (MD)
Experimental	81.43	70.64	10.79
Control	75.24	71.54	3.7

Based on the above table, to calculate the Mean Difference (MD) of each group which symbolized by Mde (mean difference of experiment group) and MDc (mean difference of control group), the writer substracted the mean score of post-test (M2) with the mean score of pre-test (M1). It is found that the mean different of experimental group is higher than control group ($10.79 \geq 3.7$).

To compute the pooled standard deviation is as follows:

$$\begin{aligned} S_p &= \frac{S_e + S_c}{2} \\ &= \frac{4.46 + 2.33}{2} \\ &= \frac{6.79}{2} \\ &= 3.39 \end{aligned}$$

To compute the pooled standard deviation, the computation of each group is needed. The computation of standard deviation of experimental group is as follows:

$$\begin{aligned} S_e &= \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}} \\ S_e &= \sqrt{\frac{4889 - \frac{(-392)^2}{37}}{37}} \\ S_e &= \sqrt{\frac{4889 - \frac{(153.664)}{37}}{37}} \\ S_e &= \sqrt{\frac{4889 - 4153}{37}} \\ S_e &= \sqrt{\frac{736}{37}} \\ S_e &= \sqrt{19.8} \\ S_e &= 4.46 \end{aligned}$$

Then, the computation of standard deviation of control group (S_c) is as follows:

$$S_c = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}}$$

$$S_c = \sqrt{\frac{700 - \frac{(-136)^2}{37}}{37}}$$

$$S_c = \sqrt{\frac{700 - \frac{(18.496)}{37}}{37}}$$

$$S_c = \sqrt{\frac{700 - 499}{37}}$$

$$S_c = \sqrt{\frac{201}{37}}$$

$$S_c = \sqrt{5.43}$$

$$S_c = 2.33$$

The computation of the total sum of difference score ($\sum D$) in the standard deviation computation is shown in the below table:

Table 4
The Computation of The Total Sum of Difference Score ($\sum D$)

Group	($\sum X^2$)	($\sum X1$)	($\sum D$)	($\sum D$) ²
Experimental	3013	2614	399	159.201
Control	2784	2647	137	18.769

Based on the above table, the total sum of difference score ($\sum D$) is obtained by subtracting the total sum of students' score of post-test ($\sum X2$) with the total sum of students' score of pre-test ($\sum X1$).

Hyphotheses Testing

After applying pre-test and post-test, the writer concludes the hyphothesis testing of this research. The result shows that the mean score of post-test of Experimental Group is higher than the Control Group. Thus, the mean difference of Experimental Group is higher than the Control Group. The effect size is 2.09.

Therefore it is categorised “strong”. It means that the Hypotheses A,B, and C are rejected, and Hypothesis D is accepted.

Discussion

There were several steps in doing this research, firstly administering the pre-test on both group VIII C as experimental group On Wednesday, August 13rd 2014 and VIII D as control group On Friday, August 15th 2014. Pre-test was conducted to obtain the students precondition of their speaking skill on dialogue before being given the treatment. The writer divided students into 4 groups. Each group consist of nine or ten students. Then, the writer provided some situation which the students made dialogue based on that situation, and performed their dialogue in front of the class. The writer and teacher worked together in scoring students' performance as long as the pre-test and post-test of both groups. The computation of students' mean score of pre-test of experimental group was 70.64 or it is categorised as bellow KKM (80) while the mean score of control group was 71.54 or it is categorised as bellow KKM (80).

After analyzing the result of pre-test, the writer gave different treatment to both groups. For the experimental group, the writer applied Class Talk-Show technique, meanwhile control group was treated by using convention way. The treatment was given two times to each group. The time allocation for each meeting is 2 x 40 minutes.

In the experimental group, the first treatment was conducted in two meetings on Wednesday, August 20th 2014 and on Wednesday, August 27th 2014, because the time allocation wasn't adequate to finish the treatment in one meeting. The number of students in experimental group is 37 students. The procedures of applying group talk-show were modified from Klippel (1984, p. 124). Therefore, the procedures that were applied in the classroom were firstly, the writer divided students into four groups. There were 37 students, so that the writer divided the students each group consist of nine to ten students. It was divided based on students' attendance list randomly, then students sat in the group. There were one host and eight to nine guests in a group. Secondly, the writer asks some questions to the students, to know students prior knowledge about talk show. Students' respond was good, they knew about talk show in TV. Then, the writer gave paper that explained about class talk show; explanation about class talk show, the roles of host, guests, and audience in group talk show, explanation about class talk-show transcript, and expressions that used in class talk show involving asking opinion, giving opinion, agreeing, disagreeing opinion, admitting and denying facts. Then, the writer explained the group talk show to the students in front of the group. The students were confused about doing class talk show, so that the writer showed the video of talk show (Oprah Winfrey Show, Kick Andy Show, and Ellen Show). The students showed their enthusiastic when they watched the talk-show video in the group. Then the students and writer discussed the video together. Fourthly, the students discussed in group what they were going to do for the class talk show performance and decided the topics in 15

minutes. They also discussed their Class Talk-Show name and three topics that they were going to discuss in Class Talk-Show performance. The Class Talk-Show names were Group 1 Bukan Zaene Show, Group 2 Kill Maul, Group 3 Talking Arie, and Group 4 Not Talk Show.

In the second meeting of the first treatment, the students performed their Class Talk-Show in front of Class. The topics were musics (Group 1), sports (Group 2), film (Group 3), and novels and comics (Group 4). Each group spent about 10 to 15 minutes. They enjoyed and were very enthusiastic in performing their Class Talk-Show in front the Class. They laughed each other when the other group had funny topic to discuss, such as films and sports topic. The second treatment was conducted On September 3rd, 2014. The writer explained the class Talk Show again and asked students difficulties in making the script or practice Class Talk-Show. Their topics were facts (Group 1), friends characteristics (Group 2), professions (Group 3), and corruptors (Group 4). They enjoyed and relaxed in doing their Class Talk Show, especially in corruptors topic.

In the application of Class Talk-Show technique, the writer found a problem. Students liked to make a noise. Sometimes they were busy with their own activity when their friends were performing in front of the class.

In control group, the writer didn't give any treatment. The writer controlled the class from bias threat as long as the treatment. Several activities were done to avoid the bias. Bias could happen, if there are influences whether from inside or outside the classroom. For instance, from inside is students join the course outside the school. From the outside is teachers teach the same materials with the treatment. In other words, the writer has controlled the control class from bias by choosing the students, and keep them to stay neutral from both of bias threat untill the post-test.

Thus, the writer gave the same post-test to each group. The post-test was conducted to know the students' condition after the treatments given. The post-test of control group was On Friday, September 12th 2014 and the post-test of experimental group was conducted On Wednesday, September 17th 2014. The post-test was given by providing some situations by the writer. Then, the students discuss in group about the situation and make dialogue. Last, the students performed their dialogue in front of the group.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the research findings, the writer concludes these following conclusions (1) Class talk show to teach speaking dialogue is effective. The effectiveness was supported by the result of the pre-test and post-post. (2) The result shows that teaching speaking dialogue by using class talk-show technique is very effective. It was shown by the students' mean different and post-test mean score of experimental class which is higher than the control class. (3) Class talk show

technique engaged students to be active in English speaking classroom. Students practiced their speaking with the same opportunity to speak. (4) Through discussion session in class talk show technique, it trained students' critical thinking about something they discussed. (5) Interview session in class talk show built students curiosity about something.

Suggestions

Based on the research findings and conclusion , the writer recommended these following suggestions (1) Class talk show can be alternative technique to teach speaking dialogue for teachers to teach the students whether for SMP or SMA. (2) In applying this technique, teachers need to control their students' activity and manage the class situation well, so that the students can participate and perform class talk show actively. (3) In applying class talk-show, teachers need to consider about time consuming. Class talk-show need much time to do, so that ensure the time planning how much it will spend. (4) Teachers need to ensure that students are already well-prepared before their performance.

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